

<p>SESSION 1 Learning Intention: Students are learning to identify outcomes of chance experiments.</p>	<p>Counting: Warm up: Four Corners "Maths on the Go #2-page 74 In each corner of the room attach a clearly seen Club, Spade, Diamond and Heart. Tell students you are going to turn over one from a deck of cards. Children. go to the corner of the suite they believe will be turned over.</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>PRETEST: Students need to draw a line ranging from certain to impossible and list any vocab relating to probability along this line. Students to list events along the line to match probability.</p>	<p>Rocket Writing. Students have 4 minutes to write about today's maths lesson. Provide some sentence starters such as: I found out... I really liked...I'm still not too sure about... Next time I would...</p>
<p>SESSION 2 Learning Intention: Students are learning to identify outcomes of chance experiments.</p>	<p>Counting: Warm up:Probability Lines "Maths on the Go #1- page 31 Children line up or place stickers on a pre-made probability line 0 _____ 1 to show what they think is the likelihood of an event happening</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Teaching and Assessing Maths Through Open Ended Activities (Pearson) pg 58 Emily spun a spinner 20 times. It landed on red and yellow 8 times each, on green 3 times and on blue once. Draw a diagram to show what the spinner might look like. (allow students to make a spinner to match their diagram and try it out to see if the results are similar to the ones described)</p>	<p>3, 2, 1 (3 things they have learnt, 2 feelings, 1 thing that was fun)</p>
<p>SESSION 3 Learning Intention: Students are learning to identify outcomes of events.</p>	<p>Warm Up: Students count votes from Social Justice Day.</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Activity: Students represent data from Social Justice votes. Enable: Create a tally Extend: Create a pie chart</p>	<p>Gallery Walk</p>
<p>SESSION 4 Learning Intention: Students are learning to interpret data.</p>	<p>Warm Up:</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Activity: Students interpret data from Social Justice Day. Enable: Describe graphs. Extend: Interpret information in graphs.</p>	<p>VIP</p>
<p>SESSION 5 Learning Intention: Students are learning to identify outcomes of chance experiments.</p>	<p>Counting: Warm up:Head and Tails – tally results Use 1 coin. What can occur? 10 flips – record on board. What happened? Using 2 coins – what combinations could occur? 2 heads – put hands on head. 2 tails – put hands on tail. 1 head and 1 tail – put 1 hand on head, 1 on tail.</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Teaching and Assessing Maths Through Open Ended Activities (Pearson) pg 58 At a fair people pay for one chance to draw a red ball from a bag of balls without looking. If they draw out a red ball they win a prize. I watched 10 people do this and only 2 of them won prizes. Draw what the balls in the bag might look like.</p>	<p>Choose 2 people for each strategy used. They should explain how they solved the problem using the strategy/ies they chose.</p>
<p>SESSION 6 Learning Intention: Students are learning to identify outcomes of chance experiments.</p>	<p>Counting: Warm up: Give students a card with an event written on it. Ask students to place themselves on line from impossible to certain and discuss.</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Teaching and Assessing Maths Through Open Ended Activities (Pearson) pg 58 Design a simple activity that could be played at a fair or fete, and in which the customer has the same chance of winning a prize as not winning a prize. (students may work in pairs or groups of 3) Extend: Would the activity be a good one for a stall owner? Would they win or lose money?</p>	<p>Y diagram</p>
<p>SESSION 7 Learning Intention: Students are learning to realise how an outcome can be influenced.</p>	<p>Counting: Warm up: What are some outcomes that have a one in two chance? (red card from a deck, even number on a dice, tossed coin)</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Open Ended Maths Activities (Sullivan & Lilburn) My brother was complaining that it always rained on his birthday and spoil the activities that had been planned. When might his birthday have been? Students need to justify their choice of time. Extend:</p>	<p>3, 2, 1 (3 things they have learnt, 2 feelings, 1 thing that was fun)</p>
<p>SESSION 8 Learning Intention: Students are learning to realise how an outcome can be influenced</p>	<p>Counting: Warm up: Madeline threw two dice and when they landed she subtracted one number from the other and wrote down the answer '1'. What might the numbers on each dice have been?</p>	<p>Outline activity and list key words. Revise ps strategies.</p>	<p>Open Ended Maths Activities (Sullivan & Lilburn) My older sister was talking to Dad and asked him a question. His reply was, "It is more likely than unlikely." What might the question be? Students need to justify their question.</p>	<p>Rocket Writing. Students have 4 minutes to write about today's maths lesson. Provide some sentence starters such as: I found out... I really liked...I'm still not too</p>

				sure about... Next time I would...
SESSION 9 Learning Intention: Students are learning to appreciate the idea of 'fair' and 'unfair' games	Counting: Warm up: Greedy Pig There is a "bust" number on the dice. Students choose whether to stand (that bust number will NOT be rolled) or sit (that bust number will be rolled) before the dice is rolled. Teacher rolls the dice.	Outline activity and list key words. Revise ps strategies.	Open Ended Maths Activities (Sullivan & Lilburn) We were playing a game of cricket when one of the batsmen threw down his bat and stormed off saying, "It is not fair." What might he be referring to.	Choose 2 people for each strategy used. They should explain how they solved the problem using the strategy/ies they chose.
SESSION 9 Learning Intention: Students are learning to identify some outcomes as being equally likely	Counting: Warm up: Deck of Cards Using a deck of cards, ask students what the probability is of choosing certain cards from the deck. For example: The probability of choosing a red card = $1/2$ (or $26/52$). The probability of choosing the ace of spades = $1/52$.	Outline activity and list key words. Revise ps strategies.	Open Ended Maths Activities (Sullivan & Lilburn) How could you work out what chance you have of throwing a goal from the free throw line in basketball? Allow students to conduct experiments to see how they could measure this.	3, 2, 1 (3 things they have learnt, 2 feelings, 1 thing that was fun)
SESSION 10 Learning Intention: Students are learning to	Counting: Warm up:	Outline activity and list key words. Revise ps strategies.	Multi Lotto - (RATS pg 66). Materials: 100 flash cards with basic multiplication facts. Students make their own 4x4 grid as game board. To win student must cross off all numbers in any row, column, diagonal. Look at different choices of game boards created by students and discuss which game board would have the best chance of winning and why. Ask students to design a board you think would have a good chance of winning and give your reasons.	Y diagram
SESSION 11 Learning Intention: Students are learning to	Counting: Warm up:	Outline activity and list key words. Revise ps strategies.	Assessment: Students draw a number line 0-1 and label using the language of probability. Write a statement about an event and write a word to describe the likelihood of this event happening. For example; It will rain tomorrow. Possible and need to justify their answer.	Rocket Writing. Students have 4 minutes to write about today's maths lesson. Provide some sentence starters such as: I found out... I really liked...I'm still not too sure about... Next time I would...